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STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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July 29, 2010

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To: Dr. Gary L. Jones, Superintendent
Rapides Parish School Board

From: Jeanette B. Vosburg, Executive Director *J. Vosburg*

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 040-111

Title: Rapides Parish Schools At-Risk Four Year Olds Project

Allocation: \$476,454.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

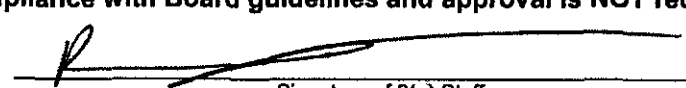
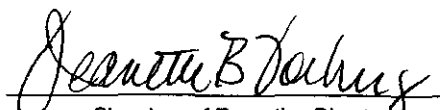
c: Cindy Rushing

Jeanette B. Vosburg
Executive Director

Paul Pastorek
State Superintendent

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

Agency:		Rapides Parish School District		Parish:		Rapides	
Agency Head:		Dr. Gary L. Jones		Project Administrator: ✓		Cindy Rushing	
Title:		Superintendent		Title:		Preschool Coordinator	
Agency Fiscal Agent/Budget Contact:	Name	Elizabeth Domite		Address:	Street/ P.O.	619 Sixth Street P. O. Box 1230	
	Title	Director of Finance			City/ State/ Zip	Alexandria LA 71301 Alexandria LA 71309-1230	
Phone:		318.449.3123	EXT.	Phone:		318.442.8891	EXT. 3356
Fax:		318.449.3197		Fax:		318.442.8178	
E-Mail:		domitee@rapides.k12.la.us		E-Mail:		rushingc@rapides.k12.la.us	
Funding Requested for 2010-2011 (round to the nearest dollar)				Focus Area of Project			
\$ 476,454.00 ✓				Focus Area 1 <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only)			
*Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, name the source(s) and amount of funds. Cecil Picard LA 4 Pre-K Grant \$56,000 (Blended 8(g)/LA 4)					
TO BE COMPLETED BY BESE STAFF							
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.							
7/28/10 Date		 Signature of 8(g) Staff					
<input checked="" type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied		Assigned Log # 040-111 ✓		Date Received in BESE Office RECEIVED JUL 22 2010 Board of Elementary and Secondary Education			
7-29-2010 Date		 Signature of Executive Director					

Title of Project (8 words or less)	Rapides Parish Schools At-Risk Four-Year-Olds Project		
Purpose of Grant (1 sentence)	The purpose of this grant is to provide Pre-Kindergarten classrooms for at-risk four year olds at J. I. Barron Elementary School, Buckeye Elementary School, Cherokee Elementary School, J. B. Nachman Elementary, and Phoenix Elementary School. Buckeye Elementary's Pre-K is a blended 8(g)/LA 4 class. The teacher's salary will be paid with Cecil Picard LA 4 funds, the paraprofessional salary paid with 8(g) funds.		
Number and Description of Students To Be Served	120 At-Risk Four-Year-Olds		
Project Implementation Date (with students)	August 26, 2010	Project Ending Date (with students)	May 26, 2011
Project Sites and Personnel (List all participating schools and the primary person responsible for implementing the project at each school.)			
School Site Code (found in School Directory)	School	School-Level Personnel	
		Name	Title/Position
1 04005	J. I. Barron Elementary	Karla Tollett	Principal
2 04005	J. I. Barron Elementary	Shawn Nichols	Teacher
3 04005	J. I. Barron Elementary	Debra Rhame	Teacher
4 04010	Buckeye Elementary	Susan Bates	Principal
5 04010	Buckeye Elementary	Ashley Brister	Teacher
6 04012	Cherokee Elementary	Bonnie Lord	Principal
7 04012	Cherokee Elementary	Denise Buell	Teacher
8 04026	J. B. Nachman Elementary	Rick Tison	Principal
9 04026	J. B. Nachman Elementary	Heather Poole	Teacher
10 04061	Phoenix Elementary	John Grimes	Principal
11 04061	Phoenix Elementary	Kathy Bell	Principal
12			
13			
Proposal Preparation (List school-level personnel involved in the preparation of this proposal.)			
Name	Title/Position	School	
Cindy Rushing	Preschool Coordinator	Central Office	
Shawn Nichols	Teacher	J. I. Barron	
Debra Rhame	Teacher	J. I. Barron	
Ashley Brister	Teacher	Buckeye	
Denise Buell	Teacher	Cherokee	
Heather Poole	Teacher	J. B. Nachman	
Kathy Bell	Teacher	Phoenix	

Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Dr. Gary L. Jones, Superintendent

(Print Name of Agency Head)

(Signature of Agency Head in blue ink)

(Date)

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Summary Page 1
2010-2011

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	\$329,645.00
EMPLOYEE BENEFITS (200)	\$134,999.80
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	
PURCHASED PROPERTY SERVICES (400)	
OTHER PURCHASED SERVICES (500)	\$5,200.00
SUPPLIES (600)	\$6,609.20
PROPERTY (700)	
✓ TOTAL COST (Round to nearest dollar)	\$476,454.00 ✓

Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 2
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	\$329,645.00 ✓
	120	Salaries-Temporary	
	130	Salaries-Overtime	
	150	Salaries-Stipend Pay	
		Object Code Total	\$329,645.00 ✓

BUDGET NARRATIVE:

Object Code 100 – Salaries

Object Sub-Code 110 – Salaries – Regular

(5) Full-Time Pre-Kindergarten Teachers – Total Teacher Salaries: \$219,758.00 ✓

Kathy Bell: Certificate Number B 077702 Salary: \$46,053.00

Denise Buell: Certificate Number B 078112 Salary: \$47,225.00

Shawn Nichols: Certificate Number B 077869 Salary: \$46,053.00

Heather Poole: Certificate Number Level 1 425385 Salary: \$40,957.00

Debra Rhame: Certificate Number Level 1 472705 Salary: \$39,470.00

(6) Full-Time Pre-Kindergarten Paraprofessionals – Total Paraprofessional Salaries: \$106,287.00 ✓

Carolyn Aslin: Passed ParaPro Test Salary: \$16,403.00

Stacey Belgard: Passed ParaPro Test Salary: \$17,877.00 (Blended Classroom; Teacher Salary From LA 4)

Sue Boykin: Passed ParaPro Test Salary: \$18,204.00

Patricia Matthews: Passed ParaPro Test Salary: \$18,204.00

Tracy Bryant Slayter: Passed ParaPro Test Salary: \$17,395.00

Katie Wiley: Passed ParaPro Test Salary: \$18,204.00

Bus Drivers for Field Trips – Total Bus Driver Salaries: \$3,600.00 ✓

Average Compensation for Field Trip = \$100.00 x 36 Field Trips = \$3,600.00 ✓

Total Object Sub-Code 110 – Salaries – Regular: \$329,645.00

Total Object Code 100 – Salaries: \$329,645.00 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 3
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	\$63,537.00 ✓
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions	\$4,728.00 ✓
	230	Retirement Contributions	\$66,734.80 ✓
	260	Workmen's Compensation	
		Object Code Total	\$134,999.80 ✓

BUDGET NARRATIVE:

Object Sub-Code 210 – Group Insurance

Carolyn Aslin: \$5,607.00	Stacey Belgard: \$9,374.00
Kathy Bell: \$30.00	Sue Boykin: \$8,982.00
Shawn Nichols: \$9,374.00	Patricia Matthews: \$4,907.00
Heather Poole: \$8,862.00	Katie Wiley: \$5,187.00
Debra Rhame: \$5,607.00	Tracy Bryant-Slayter: \$5,607.00

Total Object Sub-Code 210 – Group Insurance: \$63,537.00 ✓

Object Sub-Code 225 – Medicare/Medicaid Contributions

Kathy Bell: \$668.00	Carolyn Aslin: \$238.00
Laura D. Buell: \$685.00	Stacey Belgard: \$259.00
Shawn Nichols: \$668.00	Sue Boykin: \$264.00
Heather Poole: \$594.00	Patricia Matthews: \$264.00
Debra Rhame: \$572.00	Tracy Bryant-Slayter: \$252.00
	Katie Wiley: \$264.00

Total Object Sub-Code 225 – Medicare/Medicaid Contributions: \$4,728.00 ✓

Object Sub-Code 230 – Retirement Contributions

Kathy Bell: \$9,303.00	Carolyn Aslin: \$3,313.00
Laura D. Buell: \$9,539.00	Stacey Belgard: \$3,611.00
Shawn Nichols: \$9,303.00	Sue Boykin: \$3,677.00
Heather Poole: \$8,273.00	Patricia Matthews: \$3,677.00
Debra Rhame: \$7,973.00	Tracy Bryant-Slayter: \$3,514.00
	Katie Wiley: \$3,677.00

Bus Drivers Retirement for Field Trips: \$874.80

Total Object Sub-Code 230 – Retirement Contributions: \$66,734.80 ✓

Total Object Code 200 – Employee Benefits: \$134,999.80 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 4
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
300		Purchased Professional and Technical Services	
	320	Purchased Educational Services	
	340	Technical Services	
		Object Code Total	

BUDGET NARRATIVE: Provide detailed description of services being proposed: amount, duration, hourly rate, itemized listing of services provided, and cost of service on each contract to be awarded.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 5
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
400		Purchased Property Services	
	430	Repairs & Maintenance Services	
	440	Rentals	
		Object Code Total	

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, rate, and justification.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 6
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
500		Other Purchased Services	
	510	Student Transportation Services	\$4,100.00 ✓
	530	Telephone and Postage	
	550	Printing and Binding	
	580	Travel (In-State)	\$1,100.00 ✓
		Object Code Total	\$5,200.00 ✓

BUDGET NARRATIVE:

Object Code 500 – Other Purchased Services

Object Sub-Code 510 – Student Transportation Services

Student Admission Fees/Meals for Field Trips 120 Students @ \$30.00 Annually

Field Trips: Pumpkin Patch, Alexandria Zoo, City Park, Live Theater Productions, Petting Barn, Fire Station, Police Station, Public Library, T.R.E.E. House Museum

Total: \$3,600.00 ✓

Operational Costs (\$1.00 per mile) for Field Trips: 500 Miles @ \$1.00 Per Mile

Total: \$500.00 ✓

Total Object Sub-Code 510 – Student Transportation Services: \$4,100.00 ✓

Object Sub-Code 580 – Travel (In-State)

Louisiana Early Childhood Association (LAECA) State Fall Conference – Alexandria, LA
 October 21-23, 2010 **Registration Fees: 11 Personnel = \$1,100.00 ✓**

Total Object Sub-Code 580 – Travel (In-State): \$1,100.00 ✓

Total Object Code 500 – Other Purchased Services: \$5,200.00 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 7
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
600		Supplies	
	610	Materials and Supplies	\$6,609.20 ✓
	640	Textbooks (or allowable textbook substitutes)	
		Object Code Total	\$6,609.20 ✓

BUDGET NARRATIVE:

Object Code 600 – Supplies

Object Sub-Code 610 – Materials and Supplies

Materials and Supplies: \$6,086.70 ✓

Materials and supplies include, but are not limited to: dress up sets, play phones, sand and water play sets, puppets, puppet stands, nutritious snacks, film, film processing, parent workshop materials, construction paper, collage arts and crafts materials, craft buttons, feathers, pom-poms, pipe cleaners, paint cups, drying racks, Model Magic, scissors, newsprint, finger paint paper, stencils, washable markers, crayons, washable paints, play dough, clay cutters and tools, brushes and foam rollers, sponges, aprons, felt, craft sticks, crinkle strips, yarn, wiggly eyes, tissue paper, crepe paper streamers, jewels, sequins, foam letters, numbers and objects, paper fasteners, push pins, staples, tape, colored pencils, puzzles, puzzle racks, rhythm band sets, music props, interlocking blocks, unit blocks, block sets, block people, block accessories, kid counters, measuring cups, spoons, pitchers, and sets, magnifying glasses and sets, magnet sets, geo-board sets, money sets, clock sets, fraction kits, Lego/Duplo blocks and accessories, Stickle bricks, Lincoln logs, foam blocks, number games, literacy/language games, calendar materials, writing materials, dramatic play props, kitchen play sets and accessories, dolls and accessories, pocket charts, balls, jump ropes, hoops, bean bags, CDs, cassettes, CD players, cassette recorders, science kits, math kits, literacy kits, staplers, tape dispensers, glue, glue sticks, stickers, birthday crowns, Sharpies, globes, greenhouse sets, geometric shapes, number and alphabet stamp sets, washable stamp pads, and number, alphabet, and story felt sets.

DSC Annual License for 2009-2010 School Year for Preschool

Item # 20021 – Web DSC Software License Per Classroom:

5 Classrooms @ \$95.00; 1 Classroom @ \$47.50

Total = \$522.50 ✓

Total Object Code 600 – Supplies: \$6,609.20 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 8
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
700		Property	
	730	Equipment	
		Object Code Total	

BUDGET NARRATIVE: Provide detailed description of items to be purchased with quantity and cost and intended use of each. Charges associated with equipment purchases must be delineated by service and cost.

IMPORTANT: All equipment items must be budgeted in Code 700 regardless of cost and must be tagged in accordance with local school board policy and local school board property control regulations. In the absence of local school board property control regulations the Board requires that each equipment item costing \$250 or more be tagged and tracked on the agency's inventory control system. ***Equipment includes those items that are durable (sturdy) in nature and tend to last more than a year.*** All equipment items should be labeled on this page as taggable or nontaggable (according to local policy).

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

Proposal Narrative Form

2010-2011

1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
20:1	10:1	171	400
e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.			
Name	Certification	Certificate #	8(g) Students Served
1. Kathy Renee Bell ✓	Nursery School, Kindergarten, Elementary Grades 1-8	B 077702	20
2. Laura Denise Buell ✓	Nursery School, Kindergarten, Elementary Grades 1-8	B 078112	20
3. Ashley Marie Merrill <i>not paying for this class</i>	PK-3 <i>para for this class</i>	Level 2 487065	20
4. Shawn Monique Nichols ✓	Nursery School, Kindergarten, Elementary Grades 1-8	B 077869	20
5. Heather Melissa Poole	PK-3, Elementary Grades 1-8 <i>2008</i>	Level 1 425385	20
6. Debra Conner Rhame ✓	PK-3, Elementary Grades 1-5	Level 1 472705	20

2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	\$427,180	100	\$476,454	120
Title I	\$2.2 Million	520	\$2.343 Million	540
Even Start				
Special Education				
Head Start*				
REAP				
EEF				
Locally Funded				

LA 4	\$2.5. Million	540	\$ 36 Million	550
Others				

*** If district is grantee for Head Start**

3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.* Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

<input type="checkbox"/>	Brigance Pre-School Screen for Three and Four-Year-Old Children
<input type="checkbox"/>	Developmental Indicators for the Assessment of Learning (DIAL-R)
<input type="checkbox"/>	Developmental Indicators for the Assessment of Learning (DIAL-3)
<input type="checkbox"/>	Denver Developmental Screening Test
<input type="checkbox"/>	Early Recognition Intervention Systems (ERISys)
<input type="checkbox"/>	Battelle Developmental Inventory-Screening Test
<input type="checkbox"/>	Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds
<input checked="" type="checkbox"/>	*This agency provides universal access.

Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.

4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students

a) Name of the developmentally-appropriate, research-based Curriculum being used: Creative Curriculum

b) Describe the developmentally appropriate curriculum being used:

During the 2010-2011 school year, the Rapides Parish School District will use a child-centered curriculum in the Pre-Kindergarten classes that employs teaching concepts and guidelines that are based on objectives, techniques, and approaches found in the text, *Developmentally Appropriate Practices in Early Childhood Programs Serving from Birth through Age 8*, by the National Association for the Education of Young Children, edited by Sue Bredekamp. The research based core curriculum is titled *The Creative Curriculum for Preschool* by Diane Trister Dodge, Laura J. Colker, and Cate Heroman. The program is comprehensive and provides the framework as teachers prepare the learning environment to ensure the social, cognitive, physical, and emotional growth of children in the early childhood classroom.

c) Describe how the five developmental domains specified in Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children being incorporated into the design:

The *Louisiana Content Standards for Programs Serving Four-Year-Old Children* is the foundation of the Pre-Kindergarten program in Rapides Parish School District in regards to planning of curriculum and instruction. The developmental profile indicators will be documented through weekly lesson plans, curriculum calendar and student portfolios. Learning experiences in the classroom will be designed to assure that students are gaining an understanding and mastery of the content standards and have been exposed to them through the domains of development: cognitive development (science and math), creative arts development, health and physical development, language and literacy development, and social and emotional development. The five domains of development are interdependent and the content standards will be considered as a whole when designing and implementing a curriculum that will facilitate learning and skill acquisition for every student.

d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:

A variety of opportunities are provided for parents and families to participate in the program activities, facilitating their success as partners in promotion of the academic success of their children. There is a verbal and written system of communication for sharing information between parents and staff. The 8(g) classes have a mandatory Program Orientation for parents/guardians of students prior to the first day of school. Parents' knowledge of child development and involvement with their children's educational experiences are enhanced through a variety of informational parent workshops, volunteer opportunities at the school and on educational field trips, special activities in the classroom to enhance parent understanding of developmentally appropriate practice, and parent teacher conferences. Family involvement activities occur on a monthly basis to be coordinated between the district early childhood coordinator and teachers. A minimum of two parent workshops and two parent teacher conferences will be scheduled – one during the fall semester and one during the spring semester. Types of family involvement activities will include parenting workshops, parent teacher conferences, field trips, Muffins with Mom, Doughnuts with Dad, Pizza with Pop, Grandparent's Day, Family Literacy Night, Family Math Night, Family Science Night, Week of the Young Child, and End of Year Celebrations.

e) Describe the classroom environment:

The Creative Curriculum for Preschool includes the following implementation in the classroom with the students: (1) learning centers that include House, Blocks, Quiet/Reading, Computer, Sand/Water, Art, Writing, Table Toys, Music, Science and Discovery, and Outdoor Play; and (2) the supporting of general child development throughout the school day by providing activities in social, emotional, psychomotor and academic areas which enhances skills and reduces the failure rate in subsequent years. There is a heavy emphasis on language development and self-expression. Teachers will foster listening skills, speaking skills, pre-writing skills, and pre-reading skills by providing hands-on experiences through a variety of developmentally appropriate books, stories, activities and dramatic play props during large group and small group settings. The large group settings are Circle Time, Story Time, and Music/Movement. The teachers will also incorporate activities from Dr. Becky Bailey's Conscious Discipline program to help the classroom teachers develop a school family where the students develop positive relationships with staff and other students, independence, self-control, and self-esteem.

f) Describe the outdoor playground environment:

Physical development, health and safety activities should be integrated into all curriculum areas. The development of gross motor skills is an integral part of the development of the pre-kindergarten child. Outdoor play educational experiences will assure that preschool children will develop coordination, balance, spatial awareness and strength toward gross motor activities. Children will use outdoor gross motor equipment (climbing apparatus, swings, tunnels, slide, etc.) and portable gross motor equipment (tricycles, wagons, scooters, jump ropes, balance beam, hoops, balls, etc.) to engage in large motor activities that promote basic non-locomotion skills, spatial awareness and balance, manipulate activities for developing skills, and simple group games. The outdoor playground will also offer opportunities for dramatic play, sand/water, blocks, art, and literacy.

g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:

The classroom environment and activities are designed to promote peer interaction for a major part of the child's day. Children are given opportunities to choose from a variety of activities in which they can play alone or with one or several peers. Staff encourages pro-social behaviors among children, including cooperation, helping, sharing and taking turns. Plans include whole group activities (teacher-initiated activities, as well as interest area/activity center plans (child-initiated activities) for engaging children in the thematic exploration/study that provides integrated learning experiences to address development. The amount of time spent in large group, teacher directed activity is limited. Curriculum goals allow for a variety of learning styles and diverse abilities. The daily schedule provides indoor/outdoor, gross/fine motor activities, quiet/active, individual/small group/large group and child/teacher initiated. Most materials are visible and readily accessible so children can remove and replace materials independently or with minimal assistance. In a developmentally appropriate play-based environment, children will have opportunities to (1) acquire and understand math skills and concepts, (2) observe, manipulate, listen, reflect and respond to open-ended questions, (3) make inferences and become higher-level thinkers, (4) explore and express themselves creatively in a risk-free environment, (5) feel good about themselves, (6) explore their relationships with family, community, culture, and world, and (7) develop communication skills that promote success in reading and writing in the future.

h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:

The preschool programs will provide experiences for children to develop and expand listening skills, to communicate experiences, ideas, and feelings through speaking, and engage in activities that promote the acquisition of emergent reading skills and emergent writing skills. Research shows that it is important for preschoolers to be exposed to phonological awareness, oral language, print awareness, and alphabet knowledge. The Louisiana Comprehensive Curriculum for Pre-Kindergarten will be implemented in English Language Arts and Reading Essentials. The emphasis is on developmentally appropriate activities that promote language acquisition, new vocabulary, beginning phonological awareness, literacy through big books, books, stories, finger plays, poems, flannel board stories, and other print, and expressive and receptive vocabulary.

i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:

The preschool programs will provide experiences for children to engage in activities that promote the acquisition of mathematical concepts and skills. Research shows that it is important for preschoolers to be exposed to number and number relations, measurement, geometry, data collection, and patterning. The Louisiana Comprehensive Curriculum for Pre-Kindergarten will be implemented in these areas during learning centers, whole and small group instruction, and music. The emphasis is on developmentally appropriate activities that promote shape and size attributes, positional language, basic number conservation skills, counting by rote, counting sets of objects, sorting and classifying objects into two or three attributes, comparing groups of objects, recording and analyzing data using concrete objects, graphing, and patterning.

j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)

The *Developing Skills Checklist* will be administered in August, 2010 and May, 2011 as a pre- and post-assessment. Teachers will follow the Louisiana Comprehensive Curriculum for Pre-Kindergarten in the four content areas: English Language Arts/Reading Essentials, Math, Science, and Social Studies. Specific activity assessments in the four content areas will be a part of the Comprehensive Curriculum. Student portfolios will be kept by teachers for all domains of development with the *Louisiana Standards for Programs Serving Four-Year-Old Children*. Portfolio items may include but are not limited to work samples, anecdotal records, audio and video recordings, photographs, writing samples, and art work. All of the assessment pieces will be used to guide instruction and planning for the preschool classroom. The preschool coordinator will monitor the classrooms on an ongoing basis with regards to student progress and developmentally appropriate practice in the individual classroom.

k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.

The Early Childhood Environmental Rating Scale – Revised Edition (ECERS-R) will be used at the local level to assure a quality and developmentally appropriate environment for 8(g) students. District Early Childhood staff will conduct ECERS-R walkthroughs fall and spring in each Early Childhood 8(g) classroom. Optional training is scheduled for early fall for all early childhood teachers in the district to assist them in establishing an appropriate classroom using the ECERS-R parameters.

l) Describe plans for professional development for program staff:

The 8(g) preschool teachers collaborate with other preschool teachers in the district throughout the school year. The types of preschool funding include Cecil J. Picard LA 4, Title I, and Early Childhood Special Education. Teachers and paraprofessionals meet bi-monthly through job-embedded professional development to improve instructional practice and differentiate instruction. Training is provided to assure that all Early Childhood staff is equipped with the knowledge and understanding they need in order to be successful with young children.

m) Other related information that helps describe the project:

The 8(g) preschool classes provide numerous opportunities for parents and families to be a part of their child's Pre-K year, in the school, at home, and in the community. Extensive planning is done by the Early Childhood staff to provide a well-rounded experience for four year olds in the public school setting.

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).

Date	Activity
August 17, 2010	Early Childhood Coordinator delivers <i>DSC</i> orientation to district staff
August 18, 2010 - September 30, 2010	<i>Developing Skills Checklist (DSC)</i> Pre-Test Administration (Language, Math, Writing and Print Concepts Subtests)
August 24/25, 2010	Early Childhood Coordinator delivers program orientation to EC staff
August 24/25, 2010	Mandatory parent orientation by Early Childhood staff
August 26, 2010	First Day of class for students
Monthly Beginning September, 2010	Monitoring visits to preschool classrooms by Early Childhood Coordinator
Monthly Beginning September, 2010	Job Embedded Early Childhood Professional Development for all staff (including paraprofessionals)
Monthly Beginning September, 2010	Parental Involvement Activities (Field Trips, Special Activities, Home Learning Activities, etc.)
November 2010 and March/April 2011	Parent Teacher Conferences (Fall and Spring)
November 2010 and April/May 2011	Child Development/Parent Workshops or Seminars (Fall and Spring)
November 2010, February and May 2011	Quarterly Collaborative Meetings (in collaboration with other district Pre-K programs and ECSE)
May 2-20, 2011	<i>Developing Skills Checklist (DSC)</i> Post-Test Administration
May 9-13, 2011	Program Self-Assessment/Evaluation by Early Childhood Coordinator, Principals, Teachers, Paraprofessionals, Parents, and Students
July 31, 2011	End of Year Report Submitted to BESE Office

VIII. Evaluation Plan and Program Results for Log No. 040-

1. Objectives	2. How Measured	3. Summarized Results
List each measurable objective as stated in your proposal. If objectives were modified with BESE approval, then use the modified objective.	List what was used to measure each objective. (LEAP 21, attitude survey, skills checklist, computer-generated report on mastery, IOWA test, etc.)	Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your summarized results.
Measurable Objective 1 of 4 Seventy-five percent of the students participating in the 8(g) Early Childhood Development classes will score in the second, third, or fourth quartile in language on the post administration of the Developing Skills Checklist.	Developing Skills Checklist – Post-Assessment	

VIII. Evaluation Plan and Program Results for Log No. 040-

1. Objectives	2. How Measured	3. Summarized Results
List each measurable objective as stated in your proposal. If objectives were modified with BESE approval, then use the modified objective.	List what was used to measure each objective. (LEAP 21, attitude survey, skills checklist, computer-generated report on mastery, IOWA test, etc.)	Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your summarized results.
Measurable Objective 2 of 4 Seventy-five percent of the students participating in the 8(g) Early Childhood Development classes will score in the second, third, or fourth quartile in math on the post administration of the Developing Skills Checklist.	Developing Skills Checklist – Post-Assessment	

VIII. Evaluation Plan and Program Results for Log No. 040-


1. Objectives	2. How Measured	3. Summarized Results
List each measurable objective as stated in your proposal. If objectives were modified with BESE approval, then use the modified objective.	List what was used to measure each objective. (LEAP 21, attitude survey, skills checklist, computer-generated report on mastery, IOWA test, etc.)	Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your summarized results.
Measurable Objective 3 of 4 By the end of the 2010-2011 academic year, more than seventy percent of the parents will have participated in at least two workshops (one per semester) provided to assist them in their children's educational experience at home, as documented by the sign-in sheets on file in the classroom.	Sign-in sheets for two workshops (one in the fall and one in the spring) on file in the teacher's classroom.	

VIII. Evaluation Plan and Program Results for Log No. 040-


1. Objectives	2. How Measured	3. Summarized Results
List each measurable objective as stated in your proposal. If objectives were modified with BESE approval, then use the modified objective.	List what was used to measure each objective. (LEAP 21, attitude survey, skills checklist, computer-generated report on mastery, IOWA test, etc.)	Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your summarized results.
Measurable Objective 4 of 4 By the end of the 2010-2011 academic year, more than seventy percent of the parents will have participated in Parent/Teacher Conferences (one per semester), as documented by the sign-in sheets on file in the classroom.	Sign-in sheets for two conferences (one in the fall and one in the spring), on file in the teachers' classrooms.	

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1992 B.A., NORTHWESTERN STATE UNIVERSITY

General Area(s) Of Certification:

(553) SUPERVISOR OF STUDENT TEACHING, Grade(s):1-12, 8/21/1997

(231) COMPUTER LITERACY, Grade(s):1-12, 2/26/1993

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(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 5/13/2009

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Degree(s):

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2006 B.S., NORTHWESTERN STATE UNIVERSITY

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Name: HEATHER MELISSA POOLE

Certificates or Permits:

☒ **LEVEL 1 425385** Issued: 12/24/2003
Valid For: 7/23/2007 - 7/23/2010, Valid

Question 12

(003) EXTENDED FOR 3 YEARS, 7/23/2007
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Name: DEBRA CONNER RHAME

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(040) Rapides Parish, 10/7/2008
(800) PK-3, 10/7/2008



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Certificates or Permits:

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Valid For: 7/23/2007 - 7/23/2010, Valid

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according to
Cindy Reahm
she is reapplying for
7/28/10 his - but teacher
may change for that
class - she will let
me know next week

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if taught for 3
years in her area.
- if not she is
eligible for
extension.